



IARTEM *e-Journal*

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Editorial

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 4, Number 1, July 2011) of the *e-Journal* of the International Association for Research on Textbooks and Educational Media. The next issue of the *IARTEM e-Journal*, Volume 4, Number 2, will be published in December, 2011.

The first edition of the fourth volume contains 5 papers from researchers from Norway, Australia, the United Kingdom and Spain.

Peer reviews of these papers were undertaken by researchers from Newcastle University (Australia), the English Training Centre (Ministry of Education, Antananarivo, Madagascar), the University of Johannesburg (South Africa), the University of Ostrava (the Czech Republic), Central Queensland University (Australia), Vestfold University College (Norway), Abo Akademi (Finland), and the Universidade Federal do Paraná (Brazil).

The editors of the *IARTEM e-Journal* would like to extend great gratitude to all the reviewers who worked so hard to make suggestions to the authors and provide exemplary feedback to them, so that the papers improve and the *e-Journal* is enhanced. The peer reviewers provided extensive reviews of the papers with very detailed and comprehensive comments, making their expertise and ideas available to the paper authors.

This issue features three papers that reflect research on the development and authoring of textbooks and educational materials.

The papers by Morgan, Kohler & Harbon and by Stewart and Rodriguez Rodriguez directly address Paxton's lament first expressed over a decade ago that there is a 'deafening silence' between those who author, edit and publish textbooks and the teachers and students who use them. We can extend this deafening silence from those who author, edit and publish textbooks to those who research them. Each of these three papers take a practitioner research approach to explicating the way that authors develop teaching materials and the way that curriculum, pedagogy and social context impact on the way they develop the teaching and learning materials to better meet the learning needs of students. In many cases these processes reflect changes in the underlying discipline and changes in the way that teachers use new approaches to teaching their subject matter.

Stewart charts the writing process for three editions of the same high selling text over a 20 year period and the way the textbook development process both led and followed changes in the ways that teachers thought about media and the ways they developed new ways of teaching it. Stewart conducted a sophisticated and wide ranging research program to collect data on what teachers wanted in a new edition of a famous media text. He used the results to inform the writing and textbook development process and reposition the text, at the same time repositioning teacher, students and educational textual communities. In a similar way, Morgan, Kohler and Harbon developed a textbook series that incorporated the rich research they had been conducting on intercultural language learning. Their paper documents their journey in developing commercial textbooks in Indonesian for Australian students using the intercultural orientation at the core of their research. Their journey provides a series of reflections on the complexities and challenges in using research to inform practice in the development of new teaching and learning materials. Rodriguez Rodriguez's paper also reports on the development of teaching and learning materials, but from the perspective of diversity in marginalised and underdeveloped communities. His paper shows how researchers can assist teachers to develop materials that reflect the diversity of their communities and how teachers can be encouraged to overcome the lack of cultural and linguistic diversity in the textbooks they have access to.

The paper by Jorgenson explores how identities and collective memories connected to historical sites are negotiated through referential use of iconic images and verbal texts. By exploring the way images and key texts for a historical site invite the viewer to co-construct meaning the paper shows how social identities are confirmed, negotiated and established. The paper by Crawford also explores the development of identity by analysing and documenting one of the most prominent 'textbook controversies' in US educational history – the 1974 Kanawha County Textbook controversy. Crawford shows how this controversy, and the conservative social activism it generated, is in part responsible for conservative social activism today, and he traces the current 'tea party' movement in the US, with this controversy from the 1970's. Crawford uses the concept of otherness to explore the controversy in a new way.

Together these papers make a number of significant findings of direct interest to textbook authors and publishers, teachers and researchers, as they strive to develop and publish teaching and learning materials to support student learning.

The Purpose of the e-Journal

The *e-Journal* provides an international forum for research publications on textbooks and educational media. The *e-Journal* focuses on the role of textbooks and educational media in enhancing teaching, learning and educational achievement.

The *e-Journal* encourages research that explores the interchange between textbooks and educational media in supporting learning.

All papers are blind peer reviewed by two independent leading researchers.

Dr Mike Horsley
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Vice-President IARTEM